

NOAA Environmental Literacy Grants (ELG) 2010 Informational Teleconference: Full Transcript
Leaders: Carrie McDougall , John McLaughlin, and Sarah Schoedinger
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Coordinator: Excuse me. This is the Operator. I'd to inform all parties the conference is now being recorded. If you have any objections, please disconnect at this time. Thank you.

Sarah Schoedinger: All right. Well, good afternoon. This is Sarah Schoedinger from NOAA's Office of Education. We're - we have you all on mute because we have hundreds of people that are going to be dialing into this call today, for the next two hours, and decided that to manage the call, the best way for us to do that is to start out with us talking to you for awhile, and then we will give you an opportunity for a question and answer period.

Because we're anticipating actually having over 400 people dialing in, and the operator just told me that we only have about 240 who have dialed in thus far, we're going to wait just about two or three more minutes before we get going, and I'll introduce our team here in the Office of Education, and that'll be the indication that we're really starting the call.

So in the meantime, you're going to listen to a little silence, maybe shuffling of papers, and if you want to get your copy of the Federal Funding

Opportunity Announcement out, a link to that was sent to you in the email with the call in information, we recommend that you have that in front of you, because we're going to walk through that in the first part of our call today.

So, stand by and we will get going shortly, because we've got a lot to cover. Thanks.

All right. Well, welcome again. This is Sarah Schoedinger from NOAA's Office of Education. As I mentioned a few minutes ago, but for those of you who just joined us, we have a lot of people on this call. So unlike previous conference calls we've run, we actually have muted all of you.

So, you - if you have an issue that comes up, you can't hear us, and it's not something that the telecon company can take care of on their end - well first of all, if you have an issue that you can't resolve on your end, dial star 0 to talk to an operator. If they can't resolve it, they'll interrupt me and we'll try and resolve the issue on our end if we can, okay.

But to start off - and oh, we will unmute you when it's time for a Q&A. So what we're going to do today is walk through the Federal Funding Opportunity Announcement. You were sent a link to our Fundy Opportunities page. And, on that page is a direct link to a PDF document that is the announcement. I recommend you have a copy of that in front of you, because in order to do this within a two hour period with over 400 people on this call, we're pretty much going to have to walk through much of that document and highlight the things that are really important for you to know.

And then, for anything that we haven't answered, or isn't particular to your institution or project, and maybe generally of importance to the larger group, we'll have an opportunity for you to ask those questions after we go through

this funding opportunity announcement. Before I do that, I would like to tell you who we have on this call from the Office of Education. In addition to myself, Sarah Schoedinger, I am joined by John McLaughlin and Carrie McDougall, who are Federal Program Officers for this funding opportunity, and we are assisted by Stacey Rudolph and Lexie Brown, who are also on this call.

A couple other quick notes. First of all, I'd like to apologize for the snafu we had with our email announcement some of you may have experienced yesterday. It - the problem has been resolved, and it shouldn't occur again. But, I do apologize for any spamming that may have occurred in the process.

Additionally, I realized -- given the franticness of some of the email messages we got -- that some people read our requirement that you register for this call if you wanted to call in, as a requirement to participate in the call, which is not the case. But, it is helpful for you to participate in the call, just because it just is an opportunity to sort of hear from us, you know, all the basics that you will need to know for applying. There will be opportunities to follow-up with us offline after this.

Okay, another thing. As you heard if you joined the call early, you heard the operator say that this call is being transcribed. We're doing that in addition to having our staff take some notes, so that we can make sure we capture all the questions and comments that we hear. And, we expect to post full notes on this call to our FAQ page about a week from now. So, you'll be able to get access to that, and that's especially important for those who weren't able to participate in the call, but just so also, you don't have to take notes frantically yourself.

Okay, so as I mentioned, we're going to walk through the FFO. And just to remind you - if you're not familiar with our funding process, the FFO for us -- the Federal Funding Opportunity Announcement -- is the legal document that contains all the instructions for submitting your letter of intent and your full application. We'll tell you where we are in the document so you can follow along. And, if you haven't already gotten a copy in front of you and have access to the Website right now, I recommend you download the copy from our Website ASAP.

And, I think that's about it. And at this point, we are going to have a Q&A period at the end of this, but at this point, I'm going to hand this off to Carrie McDougall, and she's going to take us through the first part of the FFO. Carrie.

Carrie McDougall: Okay. So as Sarah indicated, it's absolutely critical that you read the Federal Funding Opportunity Announcement. It's a long, dense document -- 34 pages in length -- and there's lots of detail in there, and - but the - but you got to read it. You got to read it thoroughly and carefully, and you'll really benefit from a thorough read. And so, this is sort of your help in reading it. We're going to walk you through the parts that we think are really important, but that doesn't mean the parts that we don't focus on today aren't really important.

So beginning on Page 1 of the Announcement of Federal Funding Opportunity, just a quick review of the deadline. The first and most critical deadline that is very near is February 16, 2010, and at 5:00 pm Eastern time, and that is for letters of intent. Letters of intent are required in order to be eligible to submit a full application. So, February 16 is the first deadline you want to keep in mind. And, the way you will submit a letter of intent is via email to oed.grants@noaa.gov, and that is in the FFO.

And then, the next deadline you want to keep in mind is April 6, 2010, and that's also a 5:00 Eastern deadline. And, that is the submission deadline for full applications. And, full applications will be submitted through Grants.gov. So, the first letter of intent, February 16. That gets submitted to us via email. And, the second is full applications due April 6, and those applications just come in through Grants.gov.

Okay, so the - let me just point out, we have a little question that came in, and I will indicate that if you are on our Website, the funding_op html page -- Funding Announcements page. You look down - pretty far down the page and you will see that it says, "See the Federal Funding Opportunity for details." And then it says, "The FFO will be available after January 22 from Grants.gov."

But if you keep reading, it also says, "You can also download a version of the FFO that contains additional formatting for increased readability in PDF format." And, that PDF format is a link. That will lead you to the PDF version of the FFO that I am reading from right now.

So, skip past that part about it not being available on Grants.gov yet, and we've provided you a pre-publication copy, if you will. And that's what we're walking through right now, okay.

Okay, moving along. I'm not going to move to Page 3 of the PDF FFO. And, I'm in the Program Objectives section. And, this is sort of our broad introductory section in which we sort of set the stage for this funding opportunity. And I want to highlight that in that first paragraph, we have a definition for Environmental Literacy. And, this is important because this is the Environmental Literacy Grant Program. So, you want to read that

definition in the middle of that paragraph and make sure that you're project fits within that broad definition. That's your first indication that - as to whether this funding opportunity is appropriate for your project.

You will also want to look at our NOAA's Education Strategic Plan, which you can find the link for that at the bottom of that first paragraph. That's hot off the press. We just completed that at the end of last year. It's a 20 year strategic plan.

And, it has several outcomes, and goals, and strategies, and these - this funding opportunity is one of the ways we work to meet those goals. You want to make sure that your project also fits within the Strategic Plan for NOAA Education. So you want to make sure you take a look at that. That should be considered a guiding document for you when you're thinking about your project.

I'm going to skip down to the last paragraph on Page 3, and I'm going to read it to you, because this is really the heart and soul of this funding opportunity.

"The goal of this funding opportunity is to support projects that engage the public in educational activities that utilize emerging and/or advanced technologies and levered NOAA assets," -- I'll explain that in a second -- "to improve understanding and stewardship of the local and global environment."

"There is specific interest in projects that use emerging and/or advanced technologies to one, facilitate outdoor experiences involving scientific inquiry and exploration of the natural world, apart from formal K-12 curricula; and two, visualize, display, and interpret data to improve understanding and provide a systems perspective of Earth's dynamic processes."

So, I want to jump down -- I'm on Page 4 now -- there is a section in the middle of that page about NOAA assets. And you want to read that section, because we are requiring that you utilize some NOAA asset in your project. NOAA assets are vast. They include people, places, data sets, buoys, all kinds of things. But, we ask that you leverage at least one asset in your project.

And to help you do that, we've provided a list of NOAA assets, and you can see that list on a Website, which we've embedded in that paragraph, that is in italics. So, take a look at that list of NOAA assets. It's not meant to be an all inclusive list, but it should be a starter to give you a flavor of what's out there that's available for you to connect with. And - but, you really need to connect with one of those NOAA assets.

Okay. I'm not - I'm at the top of Page 4. I'm going to read to you - we've attempted to come up with some definition for emerging and advanced technologies, because that is a major thrust of this funding opportunity. And so, here is our - this paragraph is our attempt at a definition. And, I'm not going to read you this, but I'm just going to highlight some of the things we're thinking when we say emerging and advanced technologies.

And, those are Web 2.0 technologies such as blogging, social - things - technologies that enable collaboration over the Internet. Social networking sites and so on. Also, innovative use of handheld devices. Custom applications for mobile phones. Use of live video and data, such as TelePresence. And then, any of the various cutting edge technologies that might be used for data visualization, either in the creation of visualization, or in the display of visualizations and data.

Additionally, we are supporting projects involving cyber learning, which is an NSF coined term. We've paraphrased the definition as taking and learning

interactions conducted through the use of these and other technologies. Any of those types of projects, as long as they fit within some of the other project types, which I'm going to review, would be appropriate for this funding opportunity.

One special display system which we have focused a lot on in NOAA, and will continue to provide support for, are spherical display systems. Those are things like NOAA's Science On a Sphere, OmniGlobe, Global Imagination's Magic Planet; these are three dimensional, spherical screens that range typically in diameter from 18 inches to 6 feet.

And, they are physical exhibits that are typically built into museums, aquariums, and zoos, and used to display global data. So, that's what we're talking about when we say spherical display systems. And, we have a whole section on projects related to that, which I'll get into in a second.

All right, I'm at the bottom of Page 4, and I'm going to read you the list of the project types that are eligible for support in this funding opportunity. So first of all, if it's not obvious, I want to say that this funding opportunity is for projects that are focused on informal and non-formal science education activities. More specifically, we're interested in projects that either focus on one of these projects, or have several of these types of activities as part of the project.

And, those project types are technologically facilitated outdoor experiential learning for youth and adults. Projects involving this activity will use emerging and advanced technology to encourage greater participation in, exploration of, and understanding of outdoor environments apart from formal K-12 curricula. Public participation in science related to one or more of NOAA's mission goals.

Projects involving this activity will use emerging and/or advanced technologies to engage new audiences in scientific research collaborations, appliances, and/or enhance individual and group participation in scientific research projects. Exhibitions and online programs allowing the visualization and exploration of data supporting the interpretation of ocean, coastal, Great Lakes, weather, and climate sciences in informal/non-formal learning settings for public audiences.

Spherical display system programming that facilitates public audiences' interaction and learning with spheres. This would include spherical content development and integration with other visualization systems. Informal/non-formal science education professional development and training programs. Installations for integration into public exhibits with an Earth systems science theme and advanced evaluation effort. I'm going to get into a little bit more detail on those items further on when we get to that in the FFO.

And finally, Professional development and training programs for informal/non-formal education staff and volunteer interpreters related to any of the above activities." One big note here is that in this particular funding opportunity, we are not going to consider the support of the development of films, television, and radio programs. And furthermore, permanent and traveling museum exhibitions will only be considered if they feature spherical display systems or data visualizations that are described above in the list that I just read.

You've heard me mention several times projects that are not formal K-12 curricula, and that's a major point we want to make here today. And the reason that we are not going to consider projects that relate to the formal K-12 curricula is that we have another funding opportunity that will be published in

June 2010, that will be exclusively focused on K-12 education, teacher professional development, and student projects.

So, if you have a project that works for those audiences, we really ask that you hold your project and submit it to that funding opportunity, and not submit it. This is really for projects that are focused on audiences that are separate from teachers and students.

Additionally, we plan to issue another informal/non-formal science education focused funding opportunity in June 2011. So, if your project isn't really ready quite yet, maybe you should consider submitting your project in the next round of the informal/non-formal FFO, and that will be about a year and a half from now.

Okay, so I'm now on Page 6 of the FFO. And, I'm about half way down the page, and there is a list here that I also want to draw your attention to. And it starts off, "Successful projects under this funding opportunity will exhibit as many of the following characteristics as is relevant and/or feasible." Now, we don't expect that every project will address every item in this list, but focus on the words relevant and/or feasible.

So for example, if you are going to be conducting a project that has to do with climate change or climate in general, we would expect that your activities would be aligned to the Climate Literacy: Essential Principles of Climate Science framework, for example. So, this list is very important. I'm not going to read it to you, but you really need to look at. And, I am going to highlight a couple of things though that are critical on it.

The third bullet contains partnership. We are very interested in seeing collaborations and partnerships in these projects. Partnerships with other

institutions, as well as partnerships with NOAA programs and personnel. And, that would help ensure that NOAA assets are being leveraged. So, we're really hoping to see a lot of rich partnerships with NOAA.

Additionally on Page 7, we are strongly emphasizing that projects be based on needs assessments and established best practices in the fields of education and use of technology. Our reviewers will be instructed to look very, very critically to see that the project is well justified, and is based in these published and other best practices.

Specifically, we've highlighted a recent report from the National Research Council on learning science in informal environments. We've pulled out four of the key recommendations from that report, and we again instruct you to read these and consider them heavily. This is an example of established best practices in the field of informal education.

I want to specifically draw your attention on the top of Page 8's Recommendation Number 3, because it is so relevant to this funding opportunity, with a focus on technology. And, that is, educational tools and materials should be developed through iterative processes involving learners, educators, designers, and experts in science, including the sciences of human learning and development. That one is particularly important to this funding opportunity.

All right, I'm now about midway down Page 8, on Target Audiences. And, this is a critical piece to this funding opportunity. As I eluded to earlier, this is an informal/non-formal education focused funding opportunity, so the target audiences for your project should be exclusively, public audiences, including youth, families, adult learners, and community groups, and/or professional

audiences. And those are the informal/non-formal education professionals and volunteer interpreters that may work in these various institutions.

In this funding opportunity, we are not interested in projects that involve activities that focus on activities that are linked to the school's curriculums or teacher professional development. And, we've already received several questions concerning this issue, so I want to just delve into it a little bit more.

Any project, even if you are a museum or an aquarium, if you have a project that involves activities working with teachers in a professional development type of activity, activities that involve increasing a teacher's content or pedagogical knowledge, or students content knowledge, we would consider those K-12 projects, even though they are occurring in an informal environment. And, we ask that you hold those for consideration in our next funding opportunity.

Additionally, projects that support school field trips to museums or other types of institutions; those would not be eligible for support under this funding opportunity. And, if you have questions about really hybridized programs, please contact one of the listed folks in the funding opportunity, and we can guide you more specifically for your project type.

Also, another note on eligibility. Our funding is provided to us by Congress, and the emphasis is that we fund this - primarily US based activities. We do require that lead institutions for projects must be US institutes; however, foreign entities may be project partners, and activities may take place outside of the US. However, we do expect that the bulk of the impact and activities take place within the US.

Historically, we've had projects where a lot of the activities were taking place outside of the US. And, the impacts were going to be primarily outside of the US, and they just did not evaluate very strongly. So again, we're really focused on projects that are occurring - activities that occur outside of the school and that are not linked to the school's curricula for this particular funding opportunity.

I'm now on Project Evaluation on Page 8, and I want to say that we place tremendous emphasis on evaluation for your project. We expect to see fairly well thought out front end needs assessment descriptions. Informative and summative evaluation plans. We expect to see these detailed in your project description as much as possible. We also expect that project evaluations should be handled by external professional evaluators, or by internal staff who have significant experience with evaluation, and are not otherwise substantively involved with the project.

Additionally, if you're doing a project that involves the creation of some sort of digital interface, you may also need to contact an evaluator with specialized expertise in evaluating those types of interactive, in addition to a content focused evaluator. So, we really expect quite a lot of emphasis on evaluation. We should see it in your project narrative, as well as in your budget narrative.

Finally, there are -- under Evaluation -- projects involving any sort of spherical display system related projects, there we have additional guidance on evaluation further down in the FFO that you want to take a look at.

All right. I'm now on Page 9, and this is the beginning of the spherical display focused section. And, this section goes on from Page 9 through 14. So as you can see, this takes up a lot of space in our funding opportunity, and there's a lot of detail here. And if you're planning a project that has anything to do with

a Science On a Sphere, or a Magic Plant, or an OmniGlobe, or any of the other three dimensional physical spheres, you really need to invest some time and read these details.

We will be providing support for projects that include installation of spheres in public exhibits. We will also support programming that's related to spheres. For example, creating interactive or other types of programming that support (broad learning) with spheres, including content development. We will support -- in summer -- education for professional development and training programs to help docents and other interpreters explain what people are seeing on spheres. And, we will also support advanced evaluation efforts related to spherical display systems.

So, I really recommend that you read the detailed description. And specifically, we have a network of institutions that we work with that have received funding for Science On a Sphere, and related to spheres. And, that network meets every 18 months. In each meeting, we produce a network workshop report.

In that workshop report, we have broad guidelines as to - that should guide future projects that are related. And, we have links to that workshop report which we just published throughout this section of the FFO. So, please take a look at that workshop report, as well as reading Pages 9 through 14 in the funding opportunity.

And then, if you have - we also ask that anyone who has a sphere related project, talk with Carrie McDougall -- that's me -- or John McLaughlin about their project, because we really need to make sure you're fitting in with where we would like to see that program go.

So, I think that I am - that takes us through Page 14. Oh, I have one other section. So, I'm now on Page 14 of the FFO, and the only other thing I'm going to say before I turn it back to Sarah is the timelines for these projects is such that we see letters of intent coming in February 16. We will take a look at those, and we hope to provide you some feedback. But, if we get 500 of them, we may not be able to provide all of your feedback.

Full applications come in April 6. We will review them. And then, we hope to make awards by September 30, 2010. So, we are on a fairly compressed timeline, and so we would expect project dates - project start dates for your projects to be no sooner than October 1, 2010. All right.

So, now I'm going to turn it back to Sarah, and she's going to pick up where I just left off.

Sarah Schoedinger: Okay. So now we're at the top of Page 15 in the FFO, on Program Priorities. Please note that this program has two priorities. Priority 1 is for large-scale projects. That is projects with regional to national scale implementation. They should either involve geographically distributed organizations and institutions, or networks of organizations and institutions that support the proposed activities, or results in a product or model that is broadly distributed or transferred to other institutions and organizations during the project period.

So, we're talking about something with multiple partners, broad distribution; large scale projects, okay. And, you'll see that the funding levels -- in a moment, I'm going to talk about that -- reflects the scale of the priority.

Priority 2 is for smaller-scale projects. That is those that occur over a shorter duration, and have local to regional implementation. Basically, we're talking

about proof-of-concept projects. And if you're interested in doing a Science On a Sphere, or any spherical display system installation, without - with minimal to no accompanying educational programming, that would go in Priority 2.

A little bit further down the page, we're on Funding Availability. Okay, we will have no more than \$7.5 million to hand out this year. This is a highly competitive program. If you look at the last five years of funding, 7% of the requests that have come in have been funded. We'll probably make between seven to ten awards across both priorities -- that's total awards -- out of this funding opportunity. So, keep that in mind. There are a lot of you on the call. I know there's a lot of interest in this and I understand that. But, you should also be realistic about your chances here, okay.

For Priority 1, the minimum amount you can request for Priority 1 is \$500,001, and the maximum is \$1.25 million, okay. So, if it's below that or above it, it does not fit into Priority 2 - yes, Priority 1. Sorry. For Priority 2, basically, it should be no less than \$200,000, and it should be no more than \$500,000.

Now here's the kicker. We're not allowed - if you accidentally submit - when you go into Grants.gov and submit something to the second priority, and it actually is a budget size that's for - that's large and fits in Priority 1, we are not able to make that move. So, it's imperative that you all choose the right priority for your budget. We don't have the flexibility -- the lawyers didn't give it to us -- to move between the two priorities, as much as we would've loved to do that.

So, that's going to be important because that's the minimum requirement, and it could - if there's a problem and you submit to the wrong one, it could

disqualify your application, even assuming you've gone through all the other steps and everything was fine with the letter of intent. Okay, so keep that in mind. \$200,000 to \$500,000 for the smaller priority, Priority 2; and \$500,001 to \$1.25 million for the large priority, or Priority 1.

I'm now on Page 16. Just like we have separate funding amounts for the different priorities, we also have different duration periods expected for the priority. Priority 1 applications, that's the large scale projects, must cover a project period of two to five years. We're not going to be handing out more than \$500,000 for a one year project with this funding opportunity. If you have a smaller scale project, it can be between one and three years. These things are hard and fast rules. They are minimum requirement, and they must be met for your application to go on to review.

And as Carrie already stated, start dates for your project period should not begin before October 1, because of the time frame - or timeline we have for this competition this year.

A little bit further down the page, I'm on Eligibility of Applicants. We've already eluded a little bit to this, but I just want to draw your attention to it. Eligible applicants are institutions of higher education, other nonprofits, and state, local and Indian tribal governments in the United States. For-profit organizations, K-12 public and independent schools and school systems, foreign institutions, foreign organizations and foreign government agencies are not eligible to apply. That means they can't be the lead organization on the project. They cannot submit an application to us.

However, for-profit and foreign organizations can be project partners. And so, they can come in as a co-PI, or some other - just not the lead institution. Additionally, because we are encouraging partnerships with NOAA entities,

you know, obviously we expect that you may have a Federal agency called NOAA that might be a partner, but they will not be eligible to receive Federal assistance under through this announcement, but may be project partners.

And then, if you'll flip over to Page 17, at the top of the page, one last thing I'd like to emphasize under Eligibility. If you are a PI on a project, you may submit an application as a PI through this funding opportunity one time. However, we recognize that often you may work at a very large institution, and more than one department may want to submit an application. And so, we're not limiting that to - we're not limiting the number of applications that could come from an institution. You may serve as a co-PI on other applications. You just can only be a PI on one application.

All right, moving down the list here. I'd like to just touch - or, call your attention to C on Page 17, Other Criteria that Affects Eligibility. This more or less reiterates other things - things that are listed in the FFO. It's just to call your attention to them, because it has to do with the minimum requirements. These are the kinds of things that will boot your application out from review. So, pay attention to those.

And the one I'll call your attention to now, and we'll go over a little bit in a moment, has to do with having all the required elements of your application, and in the format that is prescribed. I'll talk a little bit about that later.

You need to know how to submit your application, and I'll touch on letters of intent in a moment. But, the application that's due in April, we strongly recommend that you send them through Grants.gov. You really should only be submitting a paper application if you don't have Internet access.

All right, I'm now at the top of Page 18, and I'll just draw your attention to the fact - as we've said more than once, you need to submit both a letter of intent and full application. And, what's going to follow below this is the form and content for those two documents.

We have an extensive FAQ that we've put together, and I'm sure we'll be adding to it after this call. But, we have an extensive FAQ, and so I draw your attention to that, because many questions about forms and how to fill them out, and how to package things, and where to get the templates are - can be found through that link.

The section on Form, this has to do with the format for your application, and you need to adhere to that format in order for it to pass minimum requirements.

At the bottom of Page 18, here's where we talk first about the content for letters of intent. It's very brief. It's not supposed to be more than three pages. We actually have developed a little template so you have the information we need to see in it, and the link - the URL for those templates, actually, for all of our templates, and also including a checklist for applications, is on that link there that ends with [funding_templates.html](#).

So, I highly recommend you bookmark that page and become familiar with it. But basically - so, if you need to know what to put in the letters of intent, it's explained there at the bottom of Page 18.

And so now, I'm going to turn over to Page 19, and we're looking at the Required Elements for Application. I will not read through these ad nauseam, but I will just point out that you do need to read through this carefully. The things that you see that are required forms, I think with the exception of the

SF-LLL, because that'll be in the non-mandatory documents on Grants.gov. The rest of them will be in the mandatory documents. So, you'll have access to those through Grants.gov.

We have -- as I've already mentioned -- provided a number of templates for these different sections. If there's a template provided, you'll see it. You'll see a link to it in the descriptions that start on Page 19.

I'm now on Page 20, and the only thing I'll mention about this - you can see there's a fairly lengthy description -- a couple pages - a page and a half -- on what needs to go in your project description. This is basically your full justification for your project outside of your budget justification, milestone chart, letters of support, and references and so forth. It can be no more than 15 pages.

And one thing that I would recommend to you all is that you do go to that funding templates page. There's not only a template for the project description, we've also created a checklist so that you know how we would prefer you label files that you're uploading into Grants.gov, so you don't have to guess about that. The preferred format - you're not required to do any of this, but it's recommended.

It'll make things much easier in processing your application on our end, and it's also a way for you to ensure that you've submitted everything that we're expecting to see as part of your application. So, I recommend you use that checklist when you're creating your full applications. It really wasn't a necessity to do that for the letters of intent, so I don't think there's one provided there.

Okay, I'm not going to belabor anymore on that page. If you'll skip over to Page 22. This is part of the section on Budget. I'm drawing your attention to this because we get this question all the time, and that has to do with the range of budgets for project evaluations, which Carrie emphasized earlier in her part of the discussion - or presentation. So you know, we don't have a hard and fixed number that we expect you to have in terms of a percentage of your budget, but a range is offered there.

And you know, think about it, relative to your project and what seems reasonable. It definitely should be part of your budget, and if you don't have a line item in your budget for evaluation, and it's not being provided as (any kind of) support that you have a letter of commitment for something, you're project is not going to review well. So, keep that in mind.

I don't think I'm going to cover anymore on the internal workings of the application. You can go through that. It's through Page 23. Basically, you need to have Letters A through J in this section, or well, A through I are required. J is your letters of commitment, and we strongly suggest that if you are partners, you ought to have a letter of commitment backing up that partnership and stating exactly what it is.

I will also tell you - I don't think this is stated in here, but generally, letters of support that are just sort of feel good letters that don't really explain what the partnership is and how it's going to work, don't really bear any - they have no bearing on the review. So, they don't really help your proposal in any regard. So, keep that in mind as well.

Let's see. All right. So, at the bottom of Page 23, Submission Dates and Times. We've gone over them. 5:00 pm Eastern Standard time for the letter of intent, February 16. 5:00 pm Eastern Daylight time April 6 for the full

application. Here is where have the information on the top of Page 24 of where to submit your letter of intent. There's the email address there, oed.grants@noaa.gov. They'll be time and date stamped by your server, and that's our indication that it was sent on time.

We are planning on doing - you know, we will respond - you will get a response that your email was received. If you don't get one from us within 72 hours of the deadline, you need to call Stacey Rudolph at that number to confirm that we got your letter.

The information for applications is right below that, because that's coming through Grants.gov, those are time and date stamped by the Grants.gov system. If you look a little bit further down the page, note that there are two automated email receipts.

So, it's not enough to get the first one. You also need to get the second one, which confirms that there weren't any errors in your submission and they were able to transmit it to us, okay. From Grants.gov to (Grantsonline), which is our - basically, from Grants.gov to NOAA. Okay, so two emails confirmed from Grants.gov. Not - the first one is important, but the second one is even more important, okay.

And then because Grants.gov can take up to two business days to validate or reject your application, I - we always strongly recommend you don't wait until 4:00 pm on the due date to submit your application, if possible.

And then last, again, we're strongly discouraging hard copy applications, but if someone doesn't have Internet access, we do have to make that option available. Please follow the instructions for how we want to get hard copy applications. Don't send them through the US Postal Service, because they

will take four weeks to get to us, and they likely will be brittle and stuffed together through the radiation that happens to any piece of mail that comes to us here in the Department of Commerce. It's a holdover from the days of the Anthrax scares.

So, use an expedited mail carrier. You know, we're not trying to give them business, but this is the way we found that we can track - you can track an application that it was submitted before the deadline, and we can track it because you know, if for some reason it doesn't show up within a day or two. We also - if you're going to submit a hard copy application, please email us at the email address provided so that we are looking for it.

All right, I am now on Page 25, and I'm just calling your attention to additional information about Grants.gov. The mission - if you've never done this before, really read through these paragraphs carefully.

All right. Other information on addresses to submit letters of intent, and the applications are reiterated multiple times on Page 26, and then we get to the bottom, and that is where the Evaluation Criteria for your applications begin. I'm not going to read through them because it would take up to much time.

But in addition to the section on your application package in the Project Description section of your application package and what we need to see in that, this is your guidance for what's going to - how your project will be evaluated by external reviewers.

So, read these criteria carefully. Know that these are the ones that are provided for evaluators to use in looking at their application. They get a copy of the FFO. They - you know, they'll see what our program objectives are.

They'll see what we've requested from you all in your project descriptions and budget sections, and they're going to look at these criteria.

And the percentages that you see listed after each initial statement in each criterion, that is the weight of that particular criterion. So, you can see how much we weight Relevance, and Technical Merit, and so on and so forth. All right, so pay attention to that. Read through it. And, when you're you know, finishing your application, make sure you look at that stuff when you think about your final read through and think, "Have I addressed all of those concerns?"

Okay, I'm on Page 29 now. This is the Review and Selection Process. So, the only minimum requirement we have for the letter of intent is that it arrives on time, okay. So, that minimum requirement. For your application that would come in April, there are additional minimum requirement. And, we do what we call an administrative review to ensure that you have a complete application, it was on time, that you're eligible to apply. That you acted within the budget limits for your priority. That it's in the proper format, and that it's got the proper project duration.

Now keep in mind, it says here project duration is one to five years, but you really - you should pay attention to - did you submit to Priority 2 and it's between one and three years, and under - \$500,000 and under? And, did you submit - or did you submit to Priority 1 and its two to five years, and it's a minimum of \$500,001 and \$1.25 million? So, that's the kind of stuff to think of in terms of making sure you're eligible to go to review.

Once we pass the minimum requirements stage, your application gets assigned to reviewers. We will have review panels for these applications. They will be reviewed either by probably a mix of Federal and non-Federal experts. We

work very hard to make sure that we have the relevant expertise on our panel of four. The project types that have been submitted - we have a minimum requirement of three reviews per proposal by NOAA's standards. We often try to get more than that if we can. It will somewhat depend on how many proposals we actually receive in the end.

So, that's the review process. Once we come out of the review panels, we'll have a rank order for your application. Whenever possible, we try to follow that rank order in making our funding decisions. But, there are factors that are applied in selecting out of rank order, and those are listed at the bottom of Page 30 there, so - or they start on the bottom of Page 30. So you can see what those are, and they also continue through the top of Page 31.

The other thing I'd like to draw your attention is once we get through the selection process, we will be coming to you all -- this would probably be in the late May to early June timeframe -- if we need revisions to any of your budgets, we need additional information to address concerns that the reviewers had, and so on and so forth.

And then, I think that's really it. The rest of the information - you know, look at it. You need to be aware of it. There's a section on - starting on Page 33 on reporting. Once you have an award - the only last thing I'll call your attention to for today is the last page, 34, because that's where contact information and our Website are listed for reference. Okay.

So at this point I'm going to turn it back over to Carrie.

Carrie McDougall: Okay. One other thing I want to say, because I don't think either of us said this, is regarding your letters of intent. We are hoping to review each letter and ideally provide each one of you feedback about your letter. Now, if we do

get an overwhelming response, we may not be able to provide substantive feedback for each one of your letters, other than we received it.

But, what we're striving to do minimally is if you submit a letter of intent and we review, and we determine that your project does not really sound like it would review well, we will respond that we don't think it will review well and that you should consider either making significant changes to your plan or not really submitting the project for the full - for a full application that's due April 6.

So, you will receive minimally feedback that we received your letter, and we are striving to provide you additional, more substantive feedback regarding the subject of your project, and whether we think it's appropriate for this FFO or not.

Okay. We are not going to turn to the part of the call where we hear questions from you. So, we're going to get the operator on the line and have her unmute all of your phones. But what we're going to ask is that - because there are so many of you on the phone, and we could potentially have a problem with background noise on your line, we ask that you, at this point in time, mute your phone either with your phone's mute button - and if your phone does not have a mute button, this teleconference line allows for muting by using the star 6 keystroke function.

So, please mute your phones right now, and we are going to take you all off of the universal mute that we have you in. So, hold on for a second.

Sarah Schoedinger: It might take a minute for them to join us.

Woman: (Unintelligible).

Sarah Schoedinger: They'll join us momentarily. (Unintelligible) taking more than a moment.

It's obviously taking more than a moment.

Coordinator: Okay, ma'am. All lines are now open and interactive.

Carrie McDougall: So, we don't to hit star 0 again?

Well, okay. So, I can hear you again, and I'm going to give you a few instructions for our attempt to moderate almost 500 callers today, which is - I'm not exaggerating. We have almost 500 callers. So, a couple of guidelines for this part of the call. I've already asked to unmute your lines. And whenever you need to speak, you'll need - if you're using the star 6 to mute your phone, you just star 6 again to unmute your phone, okay.

We ask that you do not put this call on hold. If you have a multiline system, do - on hold. Just hang up and dial back into the line. It won't cause any disruption at all, but if you put us on hold and your system has hold music, it will very much disrupt this call.

Yes, we can hear you, so you might want to mute your phone. Because we have so many people (unintelligible) at a time, we're going to ask you to keep your questions brief and concise.

We ask that we have one question per group to start off with. To ask your question, please start by stating your name and your institution. If you ask a question that can be answered by (something) that's in the FFO, we're going to tell you that, tell you where to find it and move on. And, if your question is

very specific to your project or institution, we're going to recommend that we discuss that specific answer offline.

So generally, what we're hoping is to focus on questions that may have answers that are applicable to more than just your institution. And to further help restrict the number of questions we get, we're going to ask that you really restrict your questions to the following topics. Project type, eligibility, project audience, scale of (implementation) or which priority your project might fit into, and the partners that you - if you have any questions about partners.

Finally, if you don't feel comfortable asking your question in this forum, we are certainly all available to you via phone or email from here on out, and we are happy to discuss the particulars of your project at a later time. So, I'm just going to start by asking that everyone please place their phone on mute using star 6. Don't (unintelligible) and only (when) you wish to ask a question, take your phone off of mute. And (we're) now going to open the floor to questions.

((Crosstalk))

(Erica): Hello, Carrie? (Erica) from Discovery Science Center.

Sarah Schoedinger: Speak up please.

(Erica): This is (Erica) from Discovery Science Center.

Carrie McDougall: Yes.

Sarah Schoedinger: Yes.

(Erica): Hi. I have a question about partnerships. You mentioned partnering with NOAA personnel. Do we partner with staff from the National office, or our closest local office?

Carrie McDougall: You can partner with any NOAA entity, regardless of where they are. If you have contacts with a NOAA office that is local to you, by all means, that is certainly an appropriate partnership.

(Erica): Thank you.

Sarah Schoedinger: All right. I hear a lot of - this is Sarah. I hear a lot of beeps, so I'm wondering if people are still joining, making this successful for you all. So just to remind you, in case you just beeped in, to please keep your phone on mute until you're ready to ask a question. And when you want to take it off mute - it's star 6 to mute it, and star 6 to unmute it. Either that, unless you have a mute button on your phone.

So, we just had a question - somebody just put us on hold, which is what we asked not to have happen. So, a question about partners - partnering, and whether you had to partner with the Headquarters NOAA office, or in the local NOAA partner. Whichever is appropriate.

The only thing that's pretty awkward is if you try to try to partner with the Office of Education, because we're issuing the grants. So, that's a direct conflict of interest, all right. So, we're not the ones you want to partner with. And you'll see, we're not listed really on the NOAA assets list, if you go to that page.

(Avena): This is (Avena) from the University of Colorado, the - in STAR Institute there.

Sarah Schoedinger: Okay.

(Avena): And, I want to know is there any restriction on who can be the PI? Can it be an artist, for example?

Sarah Schoedinger: There are no restrictions on who can be the PI. The reviewers will evaluate the appropriateness of the PI based on the resumes that are submitted, and the project that's going to be run.

(Avena): Thank you.

Sarah Schoedinger: Mm-mmm.

(Erica): Hi, this is (Erica) from the Koshland Science Museum.

Sarah Schoedinger: Mm-mmm. Go ahead.

(Erica): I have a question about the visualizations with the spherical displays. On Page 3, you note that if it's a global visualization activity, you should see - you know the section that refers to spherical displays. Does that mean any visualizations we do that are more than at a local or regional level have to be on a spherical display system?

Carrie McDougall: That's a great question. No. We don't mean to imply that, and sorry if we have. What we mean is if you're going to be working on global visualization, or anything that approaches global visualization, because the spherical display systems - exclusively (you don't) have to use global visualization.

We have several guidelines that pertain to global visualization that would be relevant to any visualization project, regardless of whether it's on a sphere or not. But that does not mean that any global visualization project must be done on a sphere.

(Erica): Thanks.

(Dan Marsh): Hi. This is (Dan Marsh) from the Cincinnati Zoo and Botanical Garden.

Sarah Schoedinger: Okay. Go ahead.

(Dan Marsh): Hi. Just curious if the funding will cover the expense of purchasing a spherical display system?

Carrie McDougall: Yes. The funding - we will provide support if you submit an application requesting support for an installation of a sphere, we will cover the cost, the full cost, of the operation including equipment purchases, facility changes you might need to make and installation costs. And we will support the installation in any of the various spherical (unintelligible) that are available right now.

Man: Okay thank you.

Woman: Yes.

Man: You guys are doing a great job with that conference call.

((Crosstalk))

(Lynn): (Lynn) the University of California Davis.

Woman: Go ahead.

((Crosstalk))

(Lynn): I've - do you know what has taken the lead on interagency efforts on education on climate change. I'm wondering if this grant would be applicable for something that has interagency implications.

Woman: In theory I'm not quite sure what you mean by interagency implications.

((Crosstalk))

Woman: Are - do you mean, "would we entertain a proposal that there might be cost sharing between NOAA and another federal agency? Or what did you mean by that?

(Lynn): It means that other federal agencies like NASA and NSF have funded certain parts of this now.

Woman: I see, so you would be coming to us for a complimentary part to it.

(Lynn): Correct.

Woman: Yeah, I think it is eligible. It certainly would be considered. As long as it's, you know, it's relevant to NOAA's education plan, it's meeting the objectives of this funding opportunity. If it can leverage investment base, paid for by NASA, NSF or anybody else, that's great.

((Crosstalk))

Woman: Hi, can we ask that we can hear some conversation. We need you to mute your phone using star 6 please.

(Sarah Hemin): Hi this is (Sarah Hemin) of (Seagrant).

Woman: Okay.

(Sarah Hemin): I have a question; for the spherical displays, are you limiting it to ones that are already in existing (unintelligible) from the sphere? Or is it open to developing your own (unintelligible) display system for a special implication?

Woman: That is an interesting question. We - I don't have a fast answer. It would need to be very well justified in terms of why the existing systems that are available do not meet your needs and why an R&D effort is needed to create a new one.

(Sarah Hemin): Alright. Thank you.

Woman: Whoever's speaking Spanish, can you please mute your phone? We can hear your conversation, but we can't understand it.

(Becky): Hi this is (Becky) with Biodiversity Project. And I had a question about whether or not this kind of grant would cover prospect go a little inland. So perhaps projects that work on educate the Mississippi river, and not just in the Gulf of Mexico.

Woman: Oh absolutely yes. We don't mean to limit our purview to the coastal regions. NOAA is a national agency and we very much request projects that deal with inland audiences and inland issues.

(Becky): Okay, thank you.

(Mary Casanova): This is (Mary Casanova) with Literacy Volunteers.

Woman: Go ahead.

(Mary Casanova): I have a question; we're thinking of a project on ocean literacy and are there any preferred informal/non-formal science education technologies? We actually tried to submit a few years back and we - everything we were doing would be in (print 4) but I see now, the advanced technologies are required. Is there any preferred?

Woman: I would say, other than the language that is already in the FFO (Mary), we don't have a specific preference...

Woman: What do you - it doesn't matter to you.

Woman: It's what makes sense given the audience you're trying to reach...

(Mary Casanova): Right.

Woman: ...and what they will have access to.

(Mary Casanova): A lot of our audience are still working with books and things that are hard copy. A lot of our audience hasn't graduated to the internet...

((Crosstalk))

(Mary Casanova): ...does include the Internet, will that hurt us?

Woman: Yeah, I think it probably will hurt you because we've had to focus this on this technology aspect. And so if you're really focused on printed copies, and I can see why that might be appropriate to your audience, it might not do very well, you know, relative to - well relative to the criteria that we have in the FFO.

(Mary Casanova): Okay, well we will - we will - we will adapt to what is required. Thank you very much.

Woman: You're welcome. (Unintelligible) mute your phone. And does anyone else have another question?

(Karen Captain): Yeah, my name's (Karen Captain)...

((Crosstalk))

(Karen Captain): ...education center. We have an aquarium and a whole education facility. And my question has to do with, can you submit a Phase (unintelligible) standpoint and a Phase 2 from just the aquarium standpoint to put a sphere in?

Woman: I'm not - can you submit a Phase 1 for the education program and a Phase 2 just for the sphere installation.

Woman: Do you mean priority?

(Karen Captain): Yeah, priority. So like, we have two, we have the whole education department and then I'm part of the curation department (unintelligible) the aquarium and we have separate projects. Would we need to submit those all under one large project? Or...

Woman: Yeah. We would recommend that you submit that as one project. It...

(Karen Captain): Okay.

Woman: ...just know, you can include a spherical display installation in either a Priority 1 or a Priority 2 project.

(Karen Captain): Okay.

Woman: But we would recommend that you would bundle that into one project.

(Karen Captain): Okay, so we probably need to (unintelligible) Stage 1 or Priority 1.

Woman: Priority 1, yeah. The Priority 2 was really intended for folks who - yeah, well yeah. It also depends on the scale of your implementation of your program. But your Priority 2 was really intended for when you just want to install a sphere.

(Karen Captain): Okay.

Woman: Well let me add something to that. The way we structured the priorities, and this is really important so I hope everyone's listening to this answer because it applies broadly. Priority 1 is meant for projects that have impact that is greater than one institution or one area. Okay?

So if your project - even if it's a million dollar project, if it (unintelligible) are limited to the people who come to your institution, that is still a Priority 2 project and you need to scale it down. Okay?

Woman: Scale the budget back.

Woman: Scale the budget back. So you really need to be thinking about not - don't think of which priority do I fit in based on how much money am I going to request," but think about which priority you fit in based on the impact, the scale of impact your project is going to have.

So if your project is only going to impact your audience that you serve locally, that is a Priority 2 project, and you're going to need to get it within the budget restrictions of that priority -- meaning \$250 to \$500,000. Okay? So - sorry, \$200,000?

Woman: Yeah.

Woman: So really, really need to think about the scale of implementation in determining which priority your project sets live in.

(Karen Captain): Yeah, I'm going to be working with our local NOAA organization and (unintelligible) another university that would bring it to the Priority 1. Right?

Woman: Well, but it depends on the - where's the impact occurring though? Who - what is the audience for that? Is the audience still going to be the folks that come to your institution?

(Karen Captain): No.

Woman: Even if you have partners that go beyond your institution, it's the impact of those activities, it's still just on that audience, it's going to be a Priority 2 project.

(Karen Captain): Okay. Thank you.

Woman: Okay.

Woman: ...question. Hello?

Woman: Yes. Go ahead.

(Pat Tine): This is (Pat Tine) from the Northwest Maritime Center in (unintelligible), Washington and I have a question about the use of emerging (unintelligible) technologies. Is that really the sine qua non for this?

We do a lot of outdoor experiential learning based on hands-on work with boats for youth and adults. But if we're not (unintelligible) blogs and other things (unintelligible) communities and using the emerging events technologies, it sounds like if our project doesn't focus on that, that really, we really shouldn't be applying.

John McLaughlin: Hi this is John. Experiential learning is certainly an eligible project type. However, the project should feature integration of emerging technologies into that project. So in addition to blogging or Web based technologies, it can be also involved innovative use of handheld technologies -- iPhones, GPS technologies. Basically, innovative technology should be integrated into the project if you're applying for funding through this funding opportunity.

(Pat Tine): Okay. Thank you.

(Mary Casanova): (Mary Casanova) with one quick question about target audience. Our target audience is (unintelligible) and also teachers for this nationwide. Would that still make it a 2 or would it be a 1 because it's nationwide.

Woman: Did you say teachers and who?

(Mary Casanova): Students. Well students are Number 1. Students - anything with students are Number 1?

Woman: I would say that actually - well - what - it's not really - that's not really the target audience of this, because we're - we are interested in learners, but we're not - I'm not sure what your - who your students are, but this isn't really focused on teachers and students, it's focused on learners.

It can be focused on youth and adults, but it's outside of any sort of formal learning. You know, they're not getting a GED, they're not getting a diploma, they're not - it's not - there's nothing about it being siding with the curriculum.

(Mary Casanova): Well no, it's a non-traditional learners who are learning English in a literacy program from all over - all kinds of different cultures.

Woman: I think we need to have an offline conversation about that. Because it sounds...

(Mary Casanova): Thank you.

Woman: This is (unintelligible) ask another question?

Woman: Unless there's somebody else who has one who hasn't already asked one.

(Nick Gross): This is (Nick Gross) at...

((Crosstalk))

Man: I had a question.

((Crosstalk))

Woman: I heard (Nick Gross).

(Nick Gross): At (Fossey) University.

Woman: Go ahead.

(Nick Gross): If you are developing a science in a sphere - not a display but a program and you're looking to then disseminate through the (unintelligible)...

Woman: Get your pants off the floor of the kitchen and put your books back in your book bag so you have a place to eat.

((Crosstalk))

(Nick Gross): ...probably should mute their phone.

((Crosstalk))

Woman: Go ahead (Nick).

(Nick Gross): So if you've got a - if you're developing a show for the Science on a Sphere and you distribute it through the Science on a Sphere network, is that national impact and so it falls into Priority 1?

Woman: Yeah. That's a great question. It - you would need to in that case, indicate in your application that you have partners from within the SOS network that are

committed to utilizing the programming. And only in that case would it fall under the large priority, Priority 1.

(Nick Gross): Okay.

Woman: All right?

Woman: The other person who started to ask another question.

(Rick Horton): Yes, this is (Rick Horton), Oregon Zoo in Portland.

Woman: Okay, go ahead (Rick).

(Rick Horton): Question was, "I noticed that there was no match required," and I just wanted to clarify that because I think on a previous cycle there was a matching requirement.

Woman: You are correct about that. There is no matching requirement for this.

(Rick Horton): Which is why you had 500 people calling.

Woman: Yeah.

Woman: However, if you do - we do weigh in our evaluation criteria, projects that leverage funding that they bring to the table.

(Rick Horton): Yeah.

Woman: Those do score better.

(Rick Horton): Okay.

Woman: But we don't require that.

(Rick Horton): Okay, and my second related - somewhat related question is - are I just saw those geographic distribution of these funds - of the spheres rather, and I wondered how heavily that would - if there's already a sphere in town, what weight would that place upon a second sphere application?

Woman: You should indicate - you know again, it's sort of like a needs assessment or marketing kind of analysis. You know, "Why is it you think you need a sphere when there may be another sphere in town? Are you guys serving different audiences?"

(Rick Horton): Okay.

Woman: "Are you going to use the sphere in a fundamentally different way?" That kind of thing.

(Rick Horton): Okay. Thanks very much.

Woman: This is (unintelligible) I'd like to try and ask another question.

Woman: Go ahead.

Woman: Thank you. If I'm working primarily, or we're working primarily on the Web, what kinds of guidelines should we have to evaluate the impact because there might be tons, thousands of downloads that I wouldn't be able to track.

Woman: There are ways to evaluate Web-based projects. And you would need to bring an evaluator on board that has expertise in understanding Web-based projects and evaluating them (unintelligible) project.

Woman: Thank you.

(Rob): Yeah, this is (Rob) (unintelligible) I have a question.

Woman: Go ahead (Rob).

(Rob): I'm with (Tex Wind Universe) and I've got a project for the (unintelligible) in Puerto Rico and Virgin Islands (unintelligible).

Woman: Okay.

(Rob): However (unintelligible) it has impact there, it has - I think it potentially has an impact (unintelligible) globally. So my question is, with the partners that we - are good to have for this thing, would we be restricted to U.S. entities, or say could the University of the West Indies, they could be a partner (unintelligible) or the University - or some entity in Honduras, could they be partners on this project as well?

Woman: Let me repeat your question because I'm not sure other people heard it. And I also want to make sure that I heard your question correctly. You're working with groups in the Caribbean, in Puerto Rico and U.S. Virgin Islands and that area and know that you'll have impact there. And you're asking whether you can bring in partners from non-U.S. territories, basically, to be partners on that project. Is that correct?

Man: Basically, yes.

Woman: Okay. The answer to that question, "Yes you can," but you know, know that as Carrie stated earlier, you know, there does need to be a significant impact on U.S. audiences simply because of the way the funds are appropriated to us. This isn't - we recognize that it's important and the ocean knows no boundaries, and so forth. But in order to review well, your project really does have to have an impact in the U.S. as well as those other places...

((Crosstalk))

Woman: ...that are non-U.S.

(Rob): ...have a big impact in the State of Florida and all the Western (unintelligible).

Woman: Okay.

(Rob): All the Eastern Caribbean. But some of my partners there right now (unintelligible).

Woman: All right, well I mean, that's something that you would want to explain as you're justifying your project.

(Rob): Thank you very much.

Woman: You're very welcome. Next question.

(Ilka): This is (Ilka) from Gulf Quest.

Woman: Go ahead (Ilka).

(Ilka): On Page 5 there is a section about not producing films...

Woman: Yes.

(Ilka): ...spherical displays. Is - can you talk a little bit more about that? We were thinking we might want to do a film for our Science on a Sphere related to our region, to the Gulf of Mexico region. Would that be something we could do? Or would that disqualify us?

Woman: Science on a Sphere program, content for Science on a Sphere, the spherical deploy systems are not considered films in this case. What we mean when we say films on Page 5 are sort of traditional large screen films or flat screen films. We are not referring to content that would be displayed on a spherical (unintelligible).

(Ilka): ...you Carrie.

Carrie McDougall: Sure.

(Kate): (Kate) from Alaska.

Woman: Go ahead (Kate) from Alaska.

(Kate): Hi, I had a question on Page 16 under Eligible Applicants you mention frequent participation of minority surveying Alaska Native and Hawaiian institutions.

Woman: Yep.

(Kate): Can you talk a little bit about that (unintelligible).

Woman: It - I don't know what you mean by that question. Basically we encourage that when it makes sense. And that's why we have it in there is, "We encourage participation with (HBPU) as the standing serving institution of tribal colleges, universities and Alaskan Native and Native Hawaiian institutions, as well as institutions that work with under-served communities."

So if you have partnerships with those institutions, you know, we recommend that you involve them in your project.

(Kate): Okay, and how...

Woman: It's not a requirement; it's not a requirement to be eligible. This is really a statement of encouragement here.

(Kate): Okay great. Thank you.

(Glen Miller): I have a question, (Glen Miller) with Arizona State University.

Woman: Okay.

(Glen Miller): You mentioned that if we're thinking about Science on a Sphere applications that we should speak with John or Carrie. Can you make a few comments about the nature of that conversation, or what additional information we perhaps could we hear from them for a moment on that topic?

Carrie McDougall: Sure. Basically it - particularly with Science on a Sphere because it's a large display and it has a lot of specific hardware and room facility requirements that sometimes people don't fully understand. We want to avoid people getting too far down the road with developing a project and then

realizing part way down that they don't actually have a facility that would accommodate the Science on a Sphere because of various technical requirements.

So essentially what we usually do is we just ask some really basic facility questions like, "How big is your room you're planning on putting it in. How tall are your ceilings? Do you have technical staff that can support it?" And so on. So that's the kind of - it's a really basic conversation that we usually like to have.

John McLaughlin: This is John. One thing about Science on a Sphere is it is a NOAA technology, and NOAA will be very involved in your project. Because NOAA would end up being - if you just need that help installing the system and training you in use of the system.

So the projects being managed a little differently with a lot more interaction between the grantee and NOAA. And that involves making sure that NOAA staff will be available on the dates when you want installation and things like that. Or if you have ideas for the system that are non-standard, we need to discuss that with you as well.

So there's a lot of things we want to (unintelligible) in addition to the things Carrie mentioned. So we do encourage you - or I guess, require that you do contact us please.

Man: Thank you. On the budget for that, is that part of the budget or is it a supplement?

Carrie McDougall: You would include that in your budget. And that's why we ask that you talk to John or me about - and then actually you would enter into a discussion

with (Bill Vindell) and through that discussion with (Bill Vindell), you would receive a quote for services and that installation quote, you would want to build that into your budget request.

Man: Great. Thank you very much.

Woman: Next Question.

Man: (Unintelligible).

(Maria): Hi this is (Maria) from the University of Hawaii.

Woman: Go ahead.

(Maria): I had a question. It was mentioned very briefly about hybrid projects -- those that would target both informal and formal audiences. How do you guys deal with that? Or is this an offline question?

Woman: Yeah, it's tough because it's sort of a grey area. And that's why we put so much emphasis on the primary audiences are really - this informal and non-formal.

So in some of the examples that Carrie gave, she said, "You know, if you're doing teacher professionals, you may be an informal science education institution, but you're doing teacher (PD), that ought to be held off and submitted through our K-12 funding opportunity that will open in June.

And similarly, if you're dealing with field trips for students, that ought to - you know, that are associated school field trips, now that's different from Boy

Scouts or Girl Scouts, or you know, other non-formal programs that are happening - you know, involve youth, but it's not tied to the curriculum.

You're running a hybrid program - you know, it kind of depends. I mean we're - we really want the emphasis to be on the informal/non-formal part. So without getting to the specifics of your program, it may be better for us to have this conversation offline to sort of see what the - like how hybrid is it?

(Maria): Yeah, okay. (Unintelligible).

Woman: And what is that - what are the implications of that?

(Maria): ...of the folks sitting at the table?

Woman: I'm sorry?

(Maria): Is there any one of you in particular I should contact later for a offline conversation?

Woman: You can contact any one of us. You can contact me, Sarah; whatever's easiest. Whichever one of us you can reach first.

(Maria): Okay. Thank you.

Man: (Unintelligible).

(Shaquila): (Shaquila) from New York.

Woman: Go ahead.

(Shaquila): Hi, I'm from City College of New York, and of course it is a Hispanically (sic) serving institution, but we are also now a resource center...

Woman: All right.

(Shaquila): ...primarily funded by Office of Education EPP program. A lot of our objectives and goals are similar to what's given in the NOAA missions and goals. Would that be a conflict of interest or something, if you submit a proposal directly through our NOAA resource center here?

Woman: It would not be a conflict of interest simply because you've received NOAA from another NOAA entity, including our office. And I say that also for anybody on the phone who's maybe been a grantee or has a grant that's winding down, or something like that, that they received through (ELG), that does not automatically disqualify you from applying for this funding opportunity.

The thing I would say is, you know, for you at CUNY is this project, you know, is it informal focused. And if it is...

(Shaquila): Right, okay.

Woman: ...and you can justify it and it reviews well, yes it'll be (unintelligible).

(Shaquila): Yeah, we plan to partner with the American Museum of Natural History for Science Displays and Climate Change and those kind of stuff.

Woman: Yep.

(Shaquila): And also we're planning to partner with another company here which does a lot of work for informal education. So I guess, that should be not a problem.

Woman: No it - based on what you've just said, I don't - it wouldn't make you ineligible.

(Shaquila): Oh, okay. And also we do have a Magic Planet, the Science of Sphere, a smaller version that we use for recruitment - as a recruitment tool. But that could - that probably cannot be considered as informal education because we normally use it for K to 12. But necessarily it does not include in the curricula. Would that be something - because we wanted to (unintelligible).

Woman: I mean if the audio (unintelligible).

(Shaquila): Or maybe I can talk offline about this.

Woman: Yeah, yeah.

(Shaquila): Okay. All right. Thank you.

Woman: Somebody hung up on us.

Man: Beeping.

(Alisha): Hi, my name is (Alisha) from the (SMILE) program.

Woman: Hi (Alisha).

(Alisha): Hi. I work for a...

Man: Yeah.

(Alisha): ...program that works with under-served students in after-school science and math club. And we work with teachers that serve as educators and lead after-school science and math clubs. And so in that capacity they are not actually really serving as classroom teachers.

So I'm wondering if the teachers and the students in these after-school science and math clubs are part of our target audience, would we be eligible for this grant?

Woman: Are they the exclusive audience? Or are there other people who aren't teachers who are the mentors in this program?

(Alisha): There would be other people. We are thinking about - or we plan on partnering with (Hatfield) Marine Science Center. And so there would be other people. But yes, they would be part of the target audience.

Woman: It's kind of a grey area, but as long as - again you kind of - you know, it's tough to make a hard fast cutoff, I'd say it's an after-school program, it's not being run by the school, you're not serving teachers and you're not - you're serving youth, but you're not serving them for the purpose of enhancing their curriculum, then...

(Alisha): Right, we - yeah, we would not be using it for the purposes of (unintelligible).

Woman: Right, you're just trying to keep them interested in science and - right?

(Alisha): Right. Exactly yes.

Woman: Give them something to do outside of school and I...

(Alisha): Yes and the teachers serve as more, you know, mentors and facilitators rather than classroom teachers in these clubs.

Woman: Then I would say it's eligible.

(Alisha): Okay.

Woman: I mean it fits. It fits. I shouldn't say it's - eligible is the wrong word here but it's...

(Alisha): Right, but it would fit. Okay. Thank you very much.

Man: Okay, can I?

Woman: Go ahead please.

(Reed Sharif): Yeah this is (Reed Sharif) from Northern Illinois University. I have two questions -- both rather short. One, following up on a previous question about video graphic services and making movies. For our project we will be needing to gather quite a bit of - for display, video graphic materials.

Is there any restriction on the videographer using that material toward making a movie that's subsequent to the project or during the project time? So not necessarily directly funding the production of the movie, but funding the gathering of video data.

Woman: Does the gathering of the video data have some other purpose other than supporting the ultimate development of this movie or?

(Reed Sharif): Yeah. It would be for - well it would be scientific data being gathered. In addition to using the scientific data for informal presentation.

Woman: What would be the presentation format?

(Reed Sharif): Well, a lot of the video information that will be gathered by our project that we want to broaden out, the outreach part, is material recovered from a sub-ice remote operated vehicle in Antarctica. And so there will be a video recording of the field operations, and we also would be setting up interactive Web-based meets with - at museums and the like as we've done in the past.

So there would be - what we would like to get in part from this program, is money to support the - having the videographer in the field with us, which would be a part of the interactive displays. But also, the materials would - his secondary interest, or perhaps primary interest, but our primary interest is having it for the displays. But his secondary interest is to use the materials toward making a movie.

Woman: I see. So as a result of this project, there would be a exhibition - and I apologize, we have no control over that busy sound that's on the phone. It's driving us all nuts. But we have no control...

We have - if it's going to - the thing is that it's not enough just for us to pay for a videographer that's going to go on your scientific expedition, even though really cool footage may result in it. The output from that would need to result in having an impact on audiences in an informal/non-formal environment. So...

(Reed Sharif): Yes and that would clearly be a key component...

Woman: Okay.

(Reed Sharif): ...of the project.

Woman: I, you know...

(Reed Sharif): So my question was, that would be what we would be requesting. We wouldn't be requesting money to make a movie. But is there any restriction on the use of that video that's taken as part of the interactive displays in the production of the movie subsequently?

Woman: No, there's no restriction. I only ask that you look back at the list on Page 4 and 5 and think strongly about which one of those activities - because it's kind of sounding to me like you're a little bit outside of the types of projects we're expecting to see here.

(Reed Sharif): Well we've done the Web-based interactive video links from Antarctica and from Greenland with Museum of Science and Industry and other museums around the country. And that's the sort of thing we're thinking about. In addition to building displays which could include some of the spherical displays. We have to look into that.

Woman: Okay.

Woman: Hi I have a...

(Reed Sharif): So the primary goal...

Woman: ...sorry.

(Reed Sharif): ...is still the sort of informal distribution of the sciences going on in the field.

Woman: Okay.

Woman: Gotcha.

(Reed Sharif): Okay, I'm sorry to take a long time, but I've got one other short question, because it's directly related.

Woman: I hope it's (unintelligible).

(Reed Sharif): The equipment that - the primary equipment that we'll be using in the field was funded by NOAA several years ago, so does this count sort of automatically as a NOAA asset.

Woman: No.

Woman: No. Not really.

(Reed Sharif): Okay, so I have to look up exactly by NOAA assets. I wasn't entirely clear.

Woman: Yeah, you need to go to NOAA assets.

Woman: Yeah.

(Reed Sharif): Okay. Thank you.

Woman: No, yeah.

(Linda Dayken): I have a question regarding Friendship Funding Opportunities.

Woman: Go ahead.

(Linda Dayken): This is (Linda Dayken) from the (Porthousen) Marine Science Center. The bottom of Page 15, it says, "There will likely be no additional funding opportunities, and you did discuss what - I think I heard two future opportunities. Can you clarify that please?"

Woman: So it's the bottom of Page 15, the sentence says, "Note it is likely that there will be no additional funding opportunities issued for these types of projects."

(Linda Dayken): Okay.

Woman: In fiscal year 11. So what we mean is need is that this particular funding opportunity is the only one we will make available in fiscal year 11 - what's that?

John McLaughlin: So essentially - this is John. We going to be offered one funding opportunity in fiscal year 11 and it's going to be focused on formal education. So these types of projects may not be eligible in FY11. Somebody actually ought to talk about the next formal (unintelligible) fiscal year 12 funds.

It's kind of a year (unintelligible) incident. It depends on what fiscal year the funding dollars should be coming your (unintelligible). But our funding for next fiscal year will only be funding for formal education projects.

(Linda Dayken): Okay, great.

Man: But after that (unintelligible).

(Linda Dayken): Thank you.

Woman: You're welcome.

(Sunshine): Hi, this is...

Man: You (unintelligible).

(Sunshine): This is (Sunshine) calling from...

((Crosstalk))

Woman: (Sunshine).

(Sunshine): I have a question regarding target audiences.

Woman: Go ahead.

(Sunshine): Would a program that is primarily aimed at professional journalists be eligible?

Woman: Well, I don't...

Woman: I don't think so.

Woman: Yeah. Just one...

Woman: I mean we - the way we've worded the Professional Development board is Professional Development for informal scientific presentation staff or

interpreters, meaning that interpreters that work at an informal science presentations. So, we're really meaning those historical museums and aquariums or who, you know, field guides that work at a 4-H or something like that. People who really work directly with the public, that's the group we're targeting our professional development for.

Woman: Okay, wonderful, thank you.

(Ivan): Hi, this (unintelligible) (Ivan) and I've been to the University of Connecticut.

Sarah Schoedinger: Hi (Ivan).

(Ivan): Hey Sarah, hey Carrie. Quick question, you mentioned very briefly about dual purposing content from a type of sphere for immersive caves or domes, then do those types of technologies, the cave stones, what you're considering to be innovative display systems if it were under a Priority 1?

Woman: Yep, they do.

(Ivan): Okay, that's kind of what I assumed so okay. Thanks.

Woman: You're welcome.

Woman: Any questions?

((Crosstalk))

Woman: I have a question.

Woman: Okay, go ahead.

(Mary): Hi this is (Mary) from the (Exploratorium).

Woman: Hi Mary, I have a question about the Priority 1, Priority 2 review process. Are those handled with separate review panels and is there, I know you had said we can apply - one institution can apply for both, but is it possible that one institution could get funded for both?

Woman: In theory. But in reality - so to answer to answer your first question, yes they are reviewed by separate panels. So that's the first part of your question. The second part of your question is, "Could you in theory, be reviewed, or could you be funded for both, through both?"

In theory you could, the reality is, you know, even if you looked at those selection factors, we don't plan to fund two institutions in the same funding opportunity. You know, unless there's a really good justification for it, because we need to spread the wealth. So that, I guess is my short answer to your question. Do you want to add anything or?

Woman: No, we're going to put you guys on hold for a second and see if there's anything we might be able to about continuing to get the disconnect feed. So if you could just hold the line for a second.

Coordinator: Thank you. A coordinator will assist you momentarily.

Woman: Okay we're back. Unfortunately there wasn't anything they could do about the very annoying beeps that keep happening.

Coordinator: Mute off.

- Woman: So I don't know if you guys heard me, but we talked to the operator and there wasn't anything they could do about that noise right there. So sorry we're just to have to bear with it. So next question.
- Woman: I not know if (unintelligible).
- Woman: No.
- Woman: You got - we got two of you talking over each other, one's very soft and louder and you're cutting each other out. And I could hear who it was that went first.
- Man: Let the soft spoke voiced one go first, I've already had one.
- Woman: Okay, go ahead to the next person.
- (Mary: Well, it says to me - it's (Mary), from (Alaska) why aren't there summer science investigation symposiums were a students, where youth, actually some level of credit that's a totally informal summer science summer investigation experience, whether that would be eligible.
- Woman: If they get credit for it in their school curriculum, it's not eligible.
- (Mary): With what - when imagining whether the camp offered a variety of things they - it's two week one college credit in any way tied to their high school curriculum maybe except experiences.
- Woman: It still falls under the realm of formal education because they are getting credit for it. It's to me no different than taking an (AP) course and getting college credit for that. So it would not - it wouldn't fix under a funding opportunity.

Woman: Okay.

Woman: Next person.

Man: Okay I'll try it again. I think...

Woman: Okay, go ahead.

Man: I think I've got two really quick questions for you. One is if materials need to be copyrighted to be generated at that result of this project, would I keep that copyright or would something else happen that would give them to NOAA?

Woman: That's generally something we deal with in the negotiation phase. It kind of depends on what it is.

Man: Okay, that's fair enough. My second question is, and this is going to be a quick one too. Do - if we have partners that know it, that it has to be in entities, or can it be individuals (unintelligible).

Woman: It can be NOAA scientists if you do not - you don't have to partner with an office. If you've got NOAA scientists that you're partnering with, they are considered NOAA assets.

Man: Okay, thank you very much.

Woman: It's about 5:15, any other questions? We've got (15) more minutes.

Woman: I have one question for (unintelligible).

((Crosstalk))

Woman: I'm curious about what proof of concept means on Pages 15 under the program priorities. It says, "Priority 2 may include proof of concept projects."

Woman: Well I don't know what the official definition is and I'll let my colleagues correct me if they disagree. But basically if you've got a project idea, but you really haven't been able to run it through a run through of it. You haven't pilot tested it. You haven't looked at the issues about scaling it off. It's an idea, it seems like a cool idea, but you really - not a tested idea of a project. That's what I think of as a proof of concept.

Woman: Okay. It's particularly relevant this funding announcement because of the (unintelligible) emerging and advance technology. So say for example you have an existing program, but you've never really utilized a particular technology in that program.

So you want to try out say, "I can't help by - in an outdoor experience." And you've never done it before, so you want to just have a pilot of that to show proof of concept. To show that this is a concept that's worth - viable and worth exploring further, that's what we mean by Proof of Concept project.

Woman: It's more like a pilot project?

Woman: Yeah.

Woman: Yeah.

Woman: Okay, great. Thank you.

Woman: Next question.

Man: I have a...

Woman: Go ahead.

(Jake Adner): (Jake Adner) from White Rock Church in Philadelphia.

Woman: Okay, enunciate because you're a little bit gargled on the phone right now.

(Jake Adner): Okay. We have a science camp.

Woman: A science camp okay.

(Jake Adner): And my question is that (unintelligible) must we do to follow the curriculum in the school, but we're not connected to the schools. How does that work with the eligibility?

Woman: So you're not connected to the schools but you're - is it what you teach in the science camp is - how is it affecting the curriculum? I'm not - I didn't quite here you, I'm sorry. The line is really tenuous here.

(Jake Adner): Okay, sorry. So the kind of type curriculum is (air and weather) instead of studying in the classrooms.

Woman: Right.

(Jake Adner): And so what we're doing is - we're doing experiments that have to do with air and weather. And we are using those. We look at the guidelines that they have

with the school district. And you say, "Okay, you want to cover these subjects, the same subjects."

Woman: Not (unintelligible).

Woman: Are you recruiting, are you working with students. I mean, the way you recruit this audience is it through the school?

(Jake Adner): It's through schools, it's through the interface center, through the neighborhoods.

Woman: I, you know, it's a little bit - yeah, I think we might need to talk about that a little. If you're in kind of a grey area there, because it's not that we don't expect people to learn things that are going to reinforce. We don't expect students to learn things and in (unintelligible) that would reinforce what they learning in the school.

But you're kind of leaning toward that direction where you're focusing on helping them (unintelligible). Help me with what they're learning in the school. And I'm just trying to think about, you know, okay so you're going to have them doing (unintelligible). You know, learning about air and weather.

Woman: Which project type?

Woman: Yeah, where would you fall sir, in project types (unintelligible)?

(Jake Adner): We're looking at the Priority 2.

Woman: That's a Priority. What about - oh am I - are you on - do you ever find speaker phone because there's an echo.

(Jake Adner): I just took it off a second ago.

Woman: Yeah, maybe do that so - I'm not getting so much feedback. So for instance, if you look at our project types that start on Page 4 and go on to Page 5, you know, is it technologically facilitated experience learning? Is public participation and science?

(Jake Adner): Right.

Woman: Is it exhibition and online programs, aligning visuals. So does it fall under one for those categories? Because if it doesn't, I don't think it's a good fit.

(Jake Adner): Okay. I have to read through these.

Woman: Yeah, I would like three (unintelligible) if you have further questions just follow up with me.

(Jake Adner): Okay, good. Thank you so much.

Woman: You're welcome.

Woman: Next question.

(Erica): Hi, this is (Erica) from Discover Science Center again. Can I ask another question?

Woman: Go ahead.

(Erica): I'm just wondering procedurally how slopefully (sic) does the (LOI) need to match the final project application as well as the budget. I mean once we get into finalizing our projects, we'll be getting bids for service, the budget may increase. I wonder how much that would be affecting the review.

Woman: It shouldn't reflect it any. We need to be able to match (LOI) to your application in terms of who's sending it. And there should be some connection, but we do recognize that you could be - you will be making significant changes between the time you submit your letter of intent and you actually flush out all the nitty-gritty details of your project.

So, yes, we expect your budget can change. This is to give us an idea of the type of projects we're going to receive and it's - Carrie said it earlier, we are hoping that we are going to be able to provide you some feedback and at a minimum if we think that something's not a good fit, you get that feedback. And if we gave you that feedback, you may have to retool your project and will be. We would expect to be different if you decided to go out there and apply based on that feedback.

Woman: One thing I will add to that though is, the only time that a budget change may be problematic is if they submit to an (LOI) that's the intent that you have a small scale priority project, (unintelligible) project. And that's start to develop (unintelligible) of (unintelligible). That would be a pretty significant change in your project by it.

So that, you know, we expect change, but there's some limit to that. I mean that would be really a really fundamentally different project that you would be submitting an application for.

(Erica): Great, thank you.

Woman: Yeah, and if you think that's going to happen, notify us.

Woman: Next question.

Woman: Can I ask another question?

Woman: I have a question.

Woman: Oh, go ahead first then.

(Karen): Yes, (unintelligible), this is (Karen) from Georgia. Do you know where you would go about finding out the (prime)? I found out all kind of information about it, but I couldn't find what I always required, but I couldn't find any (unintelligible).

John McLaughlin: This is John. Basically contact Carrie or myself as your (unintelligible) Science on a Sphere installation; we can talk to you about how to get a price quote. Since Science on a Sphere installations can vary, there are - there is kind of a site specific quote needed. And we can work you through that process.

(Karen): Okay thank you.

(Anita): This is (Anita) and I'll try again.

Woman: Okay.

(Anita): This is a question about institutions. I'm affiliated with several. And I'm doing my PhD with three different universities in Europe, and I'm working with

(Wells and Nurr) here in Maine. And I'm also working collaboratively on a long-term project with the people at (In Star) and the University of Boulder. How do I choose which institution should be the primary contact?

Woman: Well first of all, your institution has to be eligible to apply. So I would like at that - those eligibility criteria first, and that would be your first determination of who could even send in an application.

And then secondly, I mean, what makes sense for your project? You know, (unintelligible) to have it housed. I mean, if you're working - you know, you have your universities that are - you know, you're involved in through your PhD research, they're not going to be able to apply - they cannot be the primary applicant.

(Anita): Okay.

Woman: So, you have to work with each U.S. institution with which you have affiliation. And then it just is, you know, based on what makes sense given your affiliations with those U.S. institutions and what your project is about.

(Anita): Okay. Thank you very much again.

Woman: You're welcome.

(Anita): You've been very gracious and generous with us all.

Woman: We're trying. Anyone else? Getting to the - down to the we are not here?

(Eric): I have a question, this is (Eric) with (unintelligible).

Woman: Go ahead.

(Eric): It sounds like these individuals a (unintelligible).

Woman: We're having a hard time hearing you. Are you on speakerphone?

(Eric): Is that better?

Woman: Slightly, go ahead.

(Eric): Okay. We're (unintelligible) remote out here so it's...

Woman: Oh, I gotcha, it might be a data transmission thing.

(Eric): The question is for organizations like us that go into schools for that presentation -- so it should be more portable like the domes for instance. Is this relative to those types of projects which are not necessarily affiliated with the schools, and of course our subject matter has to be relevant to what they're teaching. So we're concerned to follow along with their curriculum, even though we don't necessarily influence it.

Woman: Right. So it sounds like, if you're - even though you're not tied to a specific school, if your organization role is to go into schools and - to reinforce what they're learning, to me that sounds like something you ought to hold off and apply to our state formal K-12 funding opportunity (unintelligible) for.

(Eric): Well, a lot of what we're actually deploying to the schools are extra-curricular activities to do with the students. And the reason that we were applying for this grant in particular is to institute - implement a system of (motes) that are

doing environment monitoring throughout our local region. This is external to the school.

Woman: So the - so it's - they're - you're reaching the students to involve them in local monitoring that's going on outside of the school.

(Eric): Right, we're involved with monitoring the local environment and it's an agricultural area, so we're watching crops and things like...

Woman: Okay.

(Eric): ...external. And then we would present to the schools using the display technology.

Woman: Are you only recruiting from the schools though? Like it's - I mean that part's not - it's not hanging together for me because of the focus you have with the schools.

(Eric): We are a community based organization, but we present to schools. So what I was talking about as far as with domes and projectors and the Science on a Sphere application would be presented in a school setting because we're not like a science center. We don't have - we're not a museum and we don't have a facility that we have in place. So we're more - we're (unintelligible) presentation part of this goes, we're somewhat mobile. We go to different locations to present materials.

Woman: Let me add something here. This doesn't answer all your question, but this - because it sounds like it's an issue. We don't necessarily intend - in our next funding call there will be an opportunity to work with Science on a Sphere, Magic Planet, Immersive Domes in the school environment. Okay?

So even though we haven't necessarily done that in the past, if you've looked at our funding opportunities in the past. We do plan to allow that for the next caseload focus. So if you are a group like you're describing and you do work with schools, and you want to involve spheres and immersive (unintelligible) and things like that, that would really be appropriate with our next funding opportunity that's coming out in a few months.

Now, I know that doesn't entirely address your question about the monitoring outside of the schools. But it really sounds to me more like your project is probably more appropriate for our next funding opportunity.

(Eric): Even though we're not technically affiliated with any particular school.

Woman: No. And we won't restrict - that's fine. I mean, for our next funding opportunity we expect museums to apply, aquariums to apply, 4H...

((Crosstalk))

Woman: ...I mean we expect to see - probably the same groups will be applying to both, it just depends on audience and the type of impact you'll have with your activity, to which funding opportunity you decide is more appropriate.

(Eric): Okay. That sounds like we fall into kind of both camps. So should we supply a separate proposal for our remote in the field monitoring? And then when your school (unintelligible) do that?

Woman: That may be a better plan.

(Eric): They have a very distinct (unintelligible) functions. Sort of one organization and we care about the whole site thing. So...

Woman: And I understand that. And you know, it's tough because we have to make some limitations on our funding opportunities. We can't do broad calls. And so we had to make some pretty difficult calls, even in our own mines, about where to cut the line and set the boundaries for the types of activities that we would entertain, and the audiences to be impacted.

So we realize that learning does occur lifelong, and you know it's important to have things that are connected in our - outside the schoolhouse lives, even when we're in K to 12. And it's great that your organization does that. But I would recommend that you focus on the parts of your programs that really fit this funding opportunity and leave the other for the more formal funding opportunity in the future.

(Eric): Well it's commendable that you're doing it at all. And also one more small thing, before you cutoff could you please give us one more Web address for your resources?

Woman: Okay, so the Web address that you need - well actually I don't know if you - did you get our email with this call in information? If you did, in that email, you should have been given a link to our Funding Opportunities Page.

(Eric): Right. I thought you had some other resources?

Woman: Well they - there are many other resources, but they are listed in the federal Funding Opportunity Announcement, that 34 page document. There are many, many URLs in that document to assist you. And many of them also can be connected to through our Web site and our FAQ page.

(Eric): Terrific, thank you.

Woman: You're welcome. All right, it's almost at 5:30, is there one last question?

(Laura): Can I ask one question? This is (Laura) from the Kansas City Zoo.

Woman: Absolutely (Laura), go ahead.

(Laura): On Page 12, where you talk about the installation and it refers to, "support is available for the installation of a sphere in public exhibits." We do charge admission. Does that present a problem? Because there is an admission to enter the zoo.

Woman: No.

(Laura): Okay. Very good.

Woman: All right. Well guys, you have been very, very patient with all of our craziness with this tele-con. We were definitely caught off guard. And we apologize for the short notice you got about this funding opportunity coming out and the call being scheduled.

Our clearance process for this funding opportunity was largely outside of our control, and it took them months longer than it was supposed to. So you were supposed to have gotten this in December, before Christmas.

Anyway, thank you for your forbearance. As we mentioned at the beginning of the call, we - this has been transcribed. It'll take us about 48 hours to get that transcript, and then we're going to clean it up and provide comprehensive

notes to you all. They will be posted on our FAQ page, which you can access through the Funding Opportunities page or through one of the links listed in your expo. And it should be up there within about a week.

And again any - you know, our contact information is in there. If you have a question about Science on a Sphere specifically, contact Carrie or John. If you have questions more generally, you can also contact me or them. We will do our best to answer your questions in a timely fashion. And I guess with that, I will sign us off here. So we wish you all well, and good luck.

Woman: Thank you.

Woman: Thank you very much.

Woman: Bye.

END